DOCUMENT RESUME

ED 253 487 SO 016 219

AUTHOR Nielson, Lynn E.
TITLE An Evaluation of United States Government Immigration Education Materials [and] Investigation of United States Immigration Education Correspondence Courses.
SPONS AGENCY National Council for the Social Studies, Washington, D.C.
PUB DATE Nov 84
NOTE 31p.; Survey sponsored by the Citizenship Committee of NCSS. Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
PUB TYPE Tests/Evaluation Instruments (160) -- Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Citizenship Education; Content Analysis; *Correspondence Study; Government Publications; *Immigrants; Instructional Materials; Nonschool Educational Programs; Textbook Bias; Textbook Content; *Textbook Evaluation; Textbooks
IDENTIFIERS *Naturalization Programs; United States

ABSTRACT

An analysis of eight current government publications on citizenship for immigrants to the United States and results of a survey investigating immigration education correspondence courses are provided. In the first part, subjective evaluations of eight textbooks, based on seven designated criteria (copyright, readability, subject matter, multicultural sensitivity, non-sexist sensitivity, illustrations, and format) are given. Textbook titles are "Our Constitution and Government," "Our Constitution and Government, Simplified Edition," "Our Constitution and Government, Lesson Worksheets," "English, Home and Community Life," "English and Federal Government," "Our American Way of Life," "Our United States," and "Our Government." Based on numerical scores and evaluative comments for each criterion, the author concludes that (1) although texts carry recent copyrights, in general, content is from 20 to 40 years old, (2) readability scores indicate that most materials are at least junior high school level, (3) subject matter is laced with "implicit racism and overt sexism," and (4) there are no colored illustrations and few maps, and drawings generally portray only the most stereotypic image of the United States. In the second part, an assessment of immigration correspondence courses provides data from 21 surveys. On the basis of ten survey items, it is concluded that there is need for more varied print and nonprint instructional materials, more emphasis on English instruction, better recordkeeping on numbers and national backgrounds of students, and improved feedback on student work. (LH)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Lynn E. Nielson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED253487

AN EVALUATION OF UNITED STATES GOVERNMENT IMMIGRATION EDUCATION MATERIALS

[and]

INVESTIGATION OF UNITED STATES IMMIGRATION EDUCATION CORRESPONDENCE COURSES

by

Dr. Lynn E. Nielsen

November 1984

SO 016 219

Survey sponsored by the Citizenship Committee of the National Council for the Social Studies. Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

AN EVALUATION OF UNITED STATES GOVERNMENT IMMIGRATION EDUCATION MATERIALS

By

DR. LYNN E. NIELSEN

SPONSORED BY THE CITIZENSHIP COMMITTEE OF
THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

November, 1984

INTRODUCTION

Immigration education in the context of a multicultural society is an extremely timely topic. While the United States has maintained an official but qualified open door policy regarding immigration, our public and private cultural institutions have not kept pace with the multicultural demands being placed on them.

It is estimated that by the end of this century one-fourth of the United States' population will be Spanish speaking. Currently one of every fifty Americans is foreign born and one in every six Americans owes his or her employment to foreign trade. [1]

Despite these revealing statistics, it is questionable whether the citizens of the United States are developing a global view of the world in this era of awakened nationalism. English remains the dominant and official language of the country and with some good reason if you look only at official administrative functions. However, when viewing public and private cultural institutions such as schools and universities, this may not be advisable. As one person stated, if you want to buy toothpaste or ask directions, English is the official language. But if you want to discuss poetry or anything else, English is not enough. English is not the language most of the world prays, thinks, or counts in.

It is in this multicultural climate that we examine the quality of education currently being offered immigrants to the United States.

As an index of the citizenship education being offered prospective citizens, we will analyze the government materials currently being made available to candidates for naturalization as United States citizens. The government has been publishing materials for citizenship classes for many years. The materials being evaluated in this study were originally published as early as 1940.

The following list identifies the titles of government publications made available for citizenship classes. Each title is followed by a brief statement describing the purpose of the publication as stated in the forward of the book.

Our Constitution and Government

This textbook is designed especially for the use of the foreign-born who are preparing themselves for naturalization examinations. The thirty lessons tell about the kind of government we live under and the Constitution upon which it is founded.

[1] Keller, Edward and Ronald Roel, "Foreign Languages and Cultures in the Media: Report to the Task Force on Public awareness," *Language Study for the 1980s* Modern Language Assocaition of America, 1980, p. 79.

Our Constitution and Government, Simplified Edition

This textbook is designed for individuals having limited educational background. The lessons tell about the kind of government we live under and the Constitution upon which it is founded.

Our Constitution and Government, Lesson Worksheets

Twenty-one lessons in worksheet format to accompany *Our Constitution and Government* textbook.

English, Home and Community Life

English and Federal Government

These were designed for prospective citizens who speak English but have little or no skill in reading.

Becoming a Citizen Series:

Our American Way of Life

Our United States

Our Government

Designed to help prospective citizens learn to read, write and speak English and become useful citizens.

METHOD OF EVALUATION

Each textbook was evaluated for content and format on the following criteria:

1. Copyright: Is the date of publication appropriate?

2. Readability: The Minnesota Educational Computing Consortium Program, "School Utilities – Readability, Vol. 2" was used to evaluate the texts. Each text provides six scores on the following readability formulas:

   Spache
   Dale-Chall
   Fry
   Raygore
   Flesch
   Gunning-Fog

3. Subject Matter: Is the content appropriate, representative and accurate?

4. Multicultural Sensitivity: Are many cultures represented accurately?

5. Non-sexist Sensitivity: Are females cast only in traditional roles?

6. Illustrations: Are there adequate photographs, drawings, charts, diagrams, etc?

7. Format: Is the chapter length, type size, appearance appropriate?

While this list is not exhaustive it provides an index of the general quality of the materials for the intended audience.

RESULTS

The following pages provide a subjective evaluation of each textbook for the designated seven criteria. A scale ranging from 1 (low) to 5 (high) was used for each criteria with evaluative comments following.

TEXTBOOK ANALYSIS

Title: Our Constitution and Government

Criteria:		**Low**				**High**
1. Copyright:	1982	1	2	3	4	**5**

Comments:

Although a recent copyright date is reported, the forward of the text indicates the materials were originally written in 1940. This text has been revised to reflect changes in the government. No mention is given of changes which reflect new research, however.

2. Readability:	1	**2**	3	4	5

Grade level

Spache	not recommended
Dale-Chall	7-8
Fry	12
Raygore	12
Flesch	12
Gunning-Fog	15

Comments:

It is questionable whether a text of this difficulty is appropriate for use by "foreign born who are preparing themselves for their naturalization examination," as the forward states.

3. Subject Matter:	1	2	3	**4**	5

Comments:

This text, provides very straightforward handling of our government from a theoretical perspective only.

Text: Our Constitution and Government

		Low				High
4.	**Multicultural Perspective:**	1	2	3	4	5

Comments:

There is little evidence of a multicultural perspective. (See appendix pages 1-2 for sample text pages.)

5.	**Nonsexist Perspective:**	1	2	3	4	5

Comments:

Sexist language persists from cover to cover. (See appendix page 3 for sample text page.)

6.	**Illustrations:**	1	2	3	4	5

Comments:

There are 60 illustrations within the text. Of these, most are printed material organized in chart form. There are no photographs. Eighty-five percent of the text is print. There are two maps.

7.	**Format:**	1	2	3	4	5

Comments:

There are 400 pages in this text. The type size is adequate (see appendix pp. 1-3). There is a table of contents, list of illustrations, glossary and index. The format is not exciting but it does not detract from the material either.

TEXTBOOK ANALYSIS

Title: Our Constitution and Government (Simplified Edition)

Criteria:		**Low**				**High**
1. Copyright:	1982	1	2	3	4	5

Comments:

This edition was rewritten in 1941 following the writing of the larger more complete edition under the same title. It has been revised to reflect changes in our government, but it is questionable whether these changes truly bring the text up to date.

2. Readability: 1 2 3 4 5

	Grade level
Spache	3.7
Dale-Chall	5-6
Fry	7
Raygore	7
Flesch	8
Gunning-Fog	10.1

Comments:

Although this edition is easier than the longer version under the same title, it is questionable whether this material is still appropriately written considering the common English deficiency among foreign born applicants for citizenship.

3. Subject Matter: 1 2 3 4 5

Comments:

This text provides a very cursory, straightforward summary of the government.

Text: Our Constitution and Government (Simplified Edition)

	Low				High
4. Multicultural Perspective:	**1**	**2**	**3**	**4**	**5**

Comments:

There is little evidence of a multicultural perspective. (See appendix page 5 for a sample illustration.)

5. Nonsexist Perspective:	**1**	**2**	**3**	**4**	**5**

Comments:

Sexist language persists from cover to cover. (See appendix page 4 for a sample text page.)

6. Illustrations:	**1**	**2**	**3**	**4**	**5**

Comments:

There are 18 illustrations within the text. Of these, most are print material organized in chart form. There are no photographs. Approximately 95 percent of the text is print. There are two maps.

7. Format:	**1**	**2**	**3**	**4**	**5**

Comments:

There are 232 pages in this text. Type size is adequate. (See appendix pp 4-5.) There is a table of contents, list of illustrations, glossary and index. The format is not exciting but it does not detract from the material either.

TEXTBOOK ANALYSIS

Title: Our Constitution and Government Lesson Worksheets

Criteria:		**Low**				**High**
1. Copyright:	1980	1	2	3	4	5

Comments:

This material has a relatively recent publication date which is adequate.

2. Readability:	1	2	3	4	5
			Grade level		

Spache	3.8
Dale-Chall	5-6
Fry	7
Raygore	7
Flesch	8
Gunning-Fog	8.8

Comments:

It is questionable whether persons with a "fair knowledge of the English language" would function well with these materials.

3. Subject Matter:	1	2	3	4	5

Comments:

It appears to be a generally very straightforward approach. The chapter on state government is curious. The Nebraska state government is used as an illustration. This seems awkward since the unicameral form of government is not representative of the other state governments. (See appendix page 6.)

Text: Our Constitution and Government Lesson Worksheets

	Low				High
4. Multicultural Perspective:	1	2	<u>3</u>	4	5

Comments:

No evidence was found of blatant narrowness in cultural perspective. However, the materials did not reflect a multicultural perspective either.

5. Nonsexist Perspective:	<u>1</u>	2	3	4	5

Comments:

The language is sexist from cover to cover. (See appendix page 7 for a sample page.)

6. Illustrations:	1	2	<u>3</u>	4	5

Comments:

There are 15 photographs and one map in this text. Approximately 90 percent of the text is print. The photographs illustrate the main topic of each chapter.

7. Format:	1	2	<u>3</u>	4	5

Comments:

There are 153 pages in this text. The type size is adequate. There is a table of contents only. The pages are designed in a workbook format with a self-checking device for each page.

TEXTBOOK ANALYSIS

Title: English, Home and Community Life

Criteria:		**Low**				**High**
1. **Copyright:**	1976	1	2	3	4	5

Comments:

This material is quite dated.

2. **Readability:**	1	2	3	4	5

Grade level

Spache	2.2
Dale-Chall	5-6
Fry	2
Raygore	3
Flesch	6
Gunning-Fog	5.1

Comments:

Considering this material is written for persons who speak English but do not read or write English, it may be too difficult.

3. **Subject Matter:**	1	2	3	4	5

Comments:

The content of the text is stereotypic, patronizing and narrow. Whenever photographs are used, they illustrate the stereotypic community. (See appendix page 8 for the list of lesson titles.)

Text: English, Home and Community Life

		Low				High
4.	Multicultural Perspective:	1	2	3	4	5
	Comments:					

There is absolutely no evidence of any sensitivity to a pluralistic society. The one picture of a Black family includes no Black male. (See appendix pages 9 and 10 for a contrast of Black and White families.)

5.	Nonsexist Perspective:	1	2	3	4	5
	Comments:					

The text contains sexist language from cover to cover. (See appendix page 11 and 12.)

6.	Illustrations:	1	2	3	4	5
	Comments:					

There are 31 photographs and one map. No attempt is made to make the content of these illustrations fit with contemporary society.

7.	Format:	1	2	3	4	5
	Comments:					

This text has 108 pages and 31 lessons. The print size is quite large and there is a lot of space on each page. The general appearance would indicate that this book is intended for a very juvenile audience.

The concept load, format and intended audience are in total contradiction. The text is a copycat primer with large print and few words on each page. The sentence length is short, but the concepts are quite sophisticated.

TEXTBOOK ANALYSIS

Title: English and Federal Government

Criteria:		**Low**				**High**
1. Copyright:	1975	**1**	2	3	4	5

Comments:

This text was obtained from a correspondence center listed by the government. Page 72 includes a picture of Richard M. Nixon as part of the chapter titled "We choose our President."

2. Readability:	1	**2**	3	4	5

	Grade level
Spache	3.6
Dale-Chall	5-6
Fry	6
Raygore	5
Flesch	7
Gunning-Fog	8.5

Comments:

This material, designed to be used with people who do not read English, is too difficult to be useful.

3. Subject Matter:	**1**	2	3	4	5

Comments:

The material is a very straight forward approach to American government. It has not been brought up to date and needs revision.

Text: English and Federal Government

	Low				High
4. Multicultural Perspective:	**1**	2	3	4	5

Comments:

There is no sensitivity to any non-white culture. The only illustration of any other culture shows native Americans in a historically stereotypic fashion. (See appendix page 13.)

5. Nonsexist Perspective:	**1**	2	3	4	5

Comments:

The text uses sexist terminology from cover to cover. In only one illustration is a woman represented. (See appendix page 14 for sample text sheet.)

6. Illustrations:	1	**2**	3	4	5

Comments:

There are fifteen illustrations and one map in the text. All are black and white with a combination of photographs and drawings.

7. Format:	1	2	**3**	4	5

Comments:

The print size is good. There is a table of contents, but no list of illustrations or index.

TEXTBOOK ANALYSIS

Title: Our American Way of Life

Criteria:		**Low**				**High**
1. Copyright:	1982	1	2	3	4	**5**

Comments:

Although the copyright date is recent, it is questionable whether the books have changed substantially since 1964 when they were first published.

2. Readability:	**1**	2	3	4	5

Grade level

Spache	3
Dale-Chall	5-6
Fry	5
Raygore	4
Flesch	7
Gunning-Fog	6.9

Comments:

The text is designed to help immigrants learn to read, write, and speak English. The readability level is far too high for this purpose.

3. Subject Matter:	**1**	2	3	4	5

Comments:

The contents of this textbook do not reflect a current perspective on our American way of life as the title would imply. A 25 year-old stereotype of American life is portrayed which represents little of our current society.

Text: Our American Way of Life

		Low				High
4.	**Multicultural Perspective:**	1	2	3	4	5

Comments:

There is no attempt to present any Black or Asian families. The one positive aspect is the use of Spanish sir names for the characters in the text. (Manda, Rosa)

5.	**Nonsexist Perspective:**	1	2	3	4	5

Comments:

The whole text is sexist from cover to cover. When women are portrayed they are consistently cast in stereotypic roles. Mr. Manda and Mr. Rosa go out to buy the toaster and television set. Mrs. Manda stays home. (See appendix pages 15-18.)

6.	**Illustrations:**	1	2	3	4	5

Comments:

There are few illustrations and the ones which were included are black line drawings. They are quite small and infrequent when compared to the print size.

7.	**Format:**	1	2	3	4	5

Comments:

There are 104 pages in this text. This book is printed in primary type which gives it the appearance of a primer, but in fact nearly every page has at least 75% print and the readability level is far beyond the beginning level. The format, concept load, and intended audience are totally out of step with one another.

TEXTBOOK ANALYSIS

Title: Our United States

Criteria:		**Low**				**High**
1. Copyright:	1982	1	2	3	4	5

Comments:

Although the copyright date is recent, it is questionable whether the books have changed substantially since 1964 when they were first published.

2. Readability:	1	2	3	4	5

Grade level

Spache	not recommended
Dale-Chall	5-6
Fry	7
Raygore	6
Flesch	8
Gunning-Fog	9.8

Comments:

The text is designed to help immigrants learn to read, write and speak English. The readability level is far too high for this purpose.

3. Subject Matter:	1	2	3	4	5

Comments:

The contents are quite straightforward. The text overviews American history and information about finding work in America. It is questionable whether the Nebraska state government is representative of state governments. (See appendix page 19.)

Text: Our United States

		Low				High
4.	Multicultural Perspective:	1	2	3	4	5
	Comments:					

Blacks were visible in only one photograph in the text. Native Americans were shown only in one photograph and in a historically stereotypic fashion. (See appendix pages 20-21.) There is little evidence of cultural plurality. (See appendix pages 22-23.)

5.	Nonsexist Perspective:	1	2	3	4	5
	Comments:					

Women are not very visible in this text. They are often portrayed in stereotypic fashion.

6.	Illustrations:	1	2	3	4	5
	Comments:					

There are fifty-three illustrations and three maps. The illustrations are all black and white with a mix of photographs and drawings. The quality and quantity of illustrations seems to be adequate.

7.	Format:	1	2	3	4	5
	Comments:					

There is a table of contents and glossary only. No list of illustrations or index is included. Print size is adequate.

TEXTBOOK ANALYSIS

Title: Our Government

Criteria:		**Low**				**High**
1. Copyright:	1982	1	2	3	4	5

Comments:

Although the copyright date is recent, it is questionable whether the books have changed substantially since 1964, when they were first published.

2. Readability:

1	2	3	4	5

Grade level

Spache	4
Dale-Chall	7-8
Fry	8
Raygore	8
Flesch	9
Gunning-Fog	10.9

Comments:

This text is "designed to help the immigrant become a useful citizen." For this purpose the readability level may be appropriate.

3. Subject Matter:

1	2	3	4	5

Comments:

The content is out of date. Richard Nixon's photograph appears twice in the chapter on the Presidency. (See appendix page 24.)

Text: Our Government

		Low				High
4.	Multicultural Perspective:	1	2	3	4	5

Comments:

Minorities are not represented or referred to in any way. No illustrations show any sensitivity to multicultural concerns.

5.	Nonsexist Perspective:	1	2	3	4	5

Comments:

Sexist language abounds from cover to cover. Women are excluded almost entirely from illustrations. (See appendix page 25).

6.	Illustrations:	1	2	3	4	5

Comments:

There are 57 photographs or drawings. Three maps are included. They are all black and white.

7.	Format:	1	2	3	4	5

Comments:

There are 136 pages in this text. A table of contents, index, and glossary are included. The print size is small and a lot of type is included on each page.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of this brief analysis of the eight textbooks examined, the following conclusions are warranted:

1. In general the texts carry a relatively recent copyright, but for all practical purposes the content does not reflect an accurate perspective of American history and government. In general, the content is from twenty to forty years old.

2. Readability scores reflect a high level of reading generally. Most texts purport to help the prospective citizen learn to read, write and speak English. However, the readability scores reveal that the texts would be appropriate for only those people functioning at least at the junior high level in English. These are not beginning readers despite the large print size in some editions.

3. The subject matter is laced with implicit racism and overt sexism. While the texts are intended to help immigrants understand our country's history and government, instead the text themes are patronizing and provide the reader a stereotypic image of United States culture.

4. In no text are there any colored illustrations. There are few maps used to enhance lessons and photographs and drawings generally portray only the very most stereotypic image of the United States.

In light of these findings, it is only appropriate that these materials be recommended for complete revision.

A new series of materials should be written which would assist immigrants to understand not only the pluralistic nature of American society but how these cultural differences have been traditionally imbedded in the documents which shape the values of our society. It should not be necessary for the government to provide eight or more texts on American history, government and English. Instead a set of materials covering English, United States history, government and culture should be written which would not only compare favorably with commercially published social studies materials but also eliminate the needless duplication which exists within the current materials.

Although a task of this magnitude would be ambitious, the effort and expense are worthy of the benefit afforded a generation of immigrants who will help to shape America's tomorrow.

AN INVESTIGATION OF UNITED STATES IMMIGRATION EDUCATION CORRESPONDENCE COURSES

By

DR. LYNN E. NIELSEN

SPONSORED BY THE CITIZENSHIP COMMITTEE OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

November, 1984

An Investigation of United States Immigration Education Correspondence Courses

Lynn E. Nielsen

"Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door!"

Miss Liberty's open invitation to the world expresses an ideal of human compassion which Americans have traditionally espoused as part of their national creed. While presented in flowery terms, (as many ideals are) the process of realizing this goal becomes very complex. The poetic meter of Miss Liberty's call is interrupted by an avalanche of papers, policies and procedures for those seeking to make America their home as naturalized citizens.

The Immigration and Naturalization Service, within the Department of Justice, is charged with the responsibility of monitoring the process by which citizens of other countries are admitted to the United States and prepared for naturalization as American citizens.

The following paragraphs taken from an Immigration and Naturalization Service publication overview the requirements for naturalization as well as the educational opportunities made available to prospective citizens of the United States.

> A person who is applying for naturalization as a citizen of the United States generally is required to show some knowledge and understanding of the English language and of the history and form of government of the United States. Certain persons are exempted from the English requirements and may become citizens even though they cannot read, write or speak English. The exact requirements, and the exemptions from them are stated below:
>
> 1. The applicant has to be able to speak, read and write simple words in everyday use in the English language. Exceptions: A person who is physically unable to speak, read or write English is exempt. The same exemption is given to a person who is over fifty years of age on the date of the examination, and has been a lawful permanent resident in the United States for at least twenty years on that date.
>
> 2. The applicant has to be able to sign his or her name in English. Exceptions: Those who are over fifty years of age on the date of the examination, and have been a lawful permanent resident in the United States for at least twenty years on that date are permitted to sign their names in a foreign language.

BEST COPY AVAILABLE

3. The Applicant has to be familiar with the Constitution and the more important historical facts in the development of the United States, and with the form and principles of our government. Exceptions: With the exception of certain former United States citizens and children, all applicants have to show that they have this knowledge. They may show this in a foreign language if they are exempt from speaking, reading and writing English under paragraph No. 1 above.

The test to determine whether the applicant has the required knowledge of English, history and government is given by a naturalization examiner when the applicant appears before him or her, with two witnesses, to file a petition. The test is given orally. The questions asked are in simple English and cover only subjects with which anyone who has made a reasonable effort to learn should be familiar.

Applicants who are interested in receiving instruction to prepare themselves for the examination and for good citizenship may receive help in citizenship classes. These classes are conducted by public schools in many communities, in cooperation with the Immigration and Naturalization Service. This instruction is generally provided without charge. Interested persons may obtain information regarding these classes from either a local office of the Immigration and Naturalization Service, the clerk of a naturalization court, the Department of Public Education in their city or state, or from a school in the community. Public school certificates issued to applicants who have attended these classes, showing the applicants' attendance and progress in their studies of the Constitution and the history and government of the United States, are given consideration and weight by naturalization examiners in determing the applicants' educational qualifications for naturalization, provided the courses of instruction, teaching methods, and examinations of the public schools issuing such certificates have been approved by the Immigration and Naturalization Service and the naturalization courts.

Persons who cannot conveniently attend citizenship classes may find it possible to prepare themselves through correspondence courses in citizenship education conducted by educational institutions.

The Immigration and Naturalization Service lists both educational institutions offering correspondence courses and text materials available to applicants for citizenship.

As a function of the Citizenship committee of the National Council for the Social Studies, a survey was conducted in the Spring of 1983 to assess the kinds of correspondence courses available from educational institutions seeking to prepare prospective citizens for basic English and government tests. Surveys were sent to 41 institutions (either state universities or state departments of education) identified by the Immigration and the Naturalization Service. Twenty-four surveys were returned with three of the 24 indicating that citizenship courses were no longer available. Thus, the statistics reported for the following survey items are based on the data from 21 surveys.

BEST COPY AVAILABLE

1. **What is the name of the correspondence course offered to prepare immigrants to be naturalized as citizens of the United States?**

Course Titles	Number of responses
Americanization Program	1
Citizenship (Levels I - IV)	1
Citizenship (I and I)	2
Citizenship Course	1
Citizenship Review	1
English and Government: Our Constitution and Government	2
Federal Textbooks on Citizenship Series	1
National Citizenship Education Correspondence Course	1
Naturalization	1
Naturalization Course	1
Our Constitution and Government	3
No name identified	6
TOTAL	21

As the course titles indicate, it is apparent that the courses strongly reflect the government publications on citizenship.

2. **How many persons have enrolled in the correspondence course for the school year listed below?**

YEAR	1978	1979	1980	1981	1982
MEAN(x)	21	21	27	23	28
RANGE	3-72	1-71	2-100	4-147	1-198
N	12	14	16	15	17

In addition to the responses summarized above, one center reported approximately 1,500 students per year between 1979 and 1982. These figures were not included in the statistical summary for this item because of the unusually large number, unlike most other institutions.

Another institution indicated that they were currently not participating in correspondence courses but that between 1978 and 1981, 6,121 letters of welcome were sent out with 687 persons requesting materials. This particular institution simply supplied materials but did not become involved with instruction.

While this survey item did address the number of persons enrolling while not addressing the number of persons completing courses, a few comments shed light on the completion record for enrollees. One person commented, "Many students enroll but for one reason or another do not complete the course." Another person reported that only 38% of those starting the course complete the lessons. The figures for another center dropped significantly from 1978 to 1982. The respondent reported "I feel reduced registrations reflect the Department of Immigration and Naturalization's lack of publishing information on course availability to persons needing help."

3. **What is the ethnic origin of the students enrolling in this course?**

   Please list the countries and appropriate percentages for each school year listed below.

Response	Number of Responses
Institutions keeping some records on the ethnic origin of course enrollees.	5
NR	16
TOTAL	21

The five which were able to supply statistics on national origin did so in various formats. Some grouped all Europeans together, all Latin Americans together, etc. Others could only supply data for certain years while others for certain nationalities only.

One redeeming fact in this regard is that the Immigration and Naturalization Service keeps very extensive records on immigrants by nationality and by state of residence.

4. **Please list below any prerequisites which must be met prior to enrolling in the course (e.g., high school diploma, minimum command of English).**

Response	Number of Responses
Minimum command of English	8
State Residency	1
None	12
TOTAL	21

In most cases, the courses place a heavy emphasis on understanding United States government and relatively little emphasis is placed on English instruction as is evident from an examination of course titles in survey item number one.

5. **Is there a charge for enrolling in this course?**

Response		Number of Responses
Yes		
	Postage cost	1
	$3	1
	$4	1
	$5	3
	$15	3
	$17	1
	$20	1
	$30	1
	$35	2
	$70	1
No		4
NR		2
	TOTAL	21

6. **Please list below any textbooks used with the course.**

Response	Number of Responses
Our Constitution and Government (only)	11
Our Constitution and Government (with other supplementary materials)	10
TOTAL	21

Every institution identified the federal textbooks on citizenship as their primary source of content. One person commented, "I think we need something better."

One institution supplied bilingual study aids for learning about United States government. In each case, the English and Spanish translation stood side by side to assist the Spanish speaking person in studying about United State government.

7. **Please describe any non-print materials used with the course (e.g., films, tapes, visuals, simulations, etc.)**

Response	Number of Responses
None	16
NR	5
TOTAL	21

Because the institutions almost universally depend upon government publications to provide course content for correspondence courses, it is understandable that no non-print materials were reported to be used with these courses.

BEST COPY AVAILABLE

8. **What is the length of the course (number of lessons, etc.)**

Response	Number of Responses
21 lessons, 6 tests (only)	11
21 lessons, 6 tests (plus other lessons and tests accompanying supplementary courses)	10
TOTAL	21

The length of the course is a function of the government publications course guides. *Our Constitution and Government* provides the core structure for all courses from which data was received.

9. **Are grades given for the course?**

Response	Number of Responses
yes	6
No (Five noted comments are given on student work even though grades are not assigned)	14
NR	1
TOTAL	21

10. **Is college credit awarded for completion of this course?**

Response	Number of Responses
No	20
NR	1
TOTAL	21

Because college credit was not reported to be offered for completion of the courses in citizenship education, few institutions assigned grades for completed work.

It is apparent from the results of these ten survey items that the institutions providing correspondence courses for immigrants are little more than dispensaries of government publications. With the exception of one institution reporting bilingual materials, originality in curriculum does not exist. For the most part, few records are kept on the number of students and the national background from which these students originate. Generally, grades are not assigned for completion of courses and no more than half the students receive any feedback on their work.

Having an informed citizenry has traditionally been a value held by Americans. If the quality of correspondence courses for immigrants is representative of immigration education nationally, much work need to be done to upgrade the opportunities made available to prospective United States citizens.

BEST COPY AVAILABLE